Misulis, K. E. (2011). *A place for content literacy*. (78 ed., Vol. 1, pp. 47-50). Arlington: National Science Teachers Association.

This article entitled A Place for Content Literacy talks about incorporating content literacy into a science classroom. The author explains that science concepts are almost impossible for a student to understand if they do not have the skills to read a science text. The article then goes on to explain a couple of different ways that a science teacher can teach content literacy. One thing that was really stressed in this article was that teachers should “integrate” literacy skills rather than “add” them (Misulis, 47). I agree with this article when it says that content literacy is no longer something that should only be taught in elementary schools.

Throughout my time as an education major at URI, I have seen many students struggle to read their science textbooks. This article is great because it gives teachers ways that they can make sure their students are gaining the necessary literacy skills needed to learn the content without having to actually teach a whole lesson on this topic. For example, Misulis suggests that the best way for students to get the grasp of the vocabulary in a chapter is to practice it in the classroom while going about their everyday classroom activities such as group work or working on lab.

I enjoyed reading this article and agree that content literacy needs to be taught throughout a child’s whole education, especially in a science classroom. I think that some of the ideas and suggestion made in this article will definitely be something I use in my classroom.

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